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ABSTRACT

Written for local educational leaders, planners, and counselor supervisors, this manual provides suggestions and activities designed to lead counselors through a step-by-step planning and development process for a comprehensive guidance program. It is keyed to the resource manual, available separately--see note. Section 1 contains suggested program time line, specification of duties, and suggested training schedule. Section 2 provides model superintendents' letter and counselor selection instruments used in conjunction with participation in the Professional Renewal of Guidance Personnel Inservice Training Project, which developed these materials. Section 3 contains materials and examples relating to participant training--inservice training plans and agenda for nine training sessions. Appended materials include a listing of guidance program staff competencies, listing of functional duties of guidance personnel, master guidance calendar, and suggested formats for guidance plan report, training evaluation report, and comprehensive guidance program evaluation. (YLB)

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ED201810

HOW TO DEVELOP

A COMPREHENSIVE GUIDANCE PROGRAM:

LEADERSHIP MANUAL

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CE 028 838

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PREFACE

The purpose of the leadership manual is to provide "an instructor's guide" for the effective development of comprehensive guidance programs in school systems. Written expressly for local educational leaders, planners, and counselor supervisors, the manual provides suggestions and activities designed to lead counselors through a step-by-step planning and development process.

The training activities recommended in this manual are based on two years of research and experience with counselors and counselor supervisors in nine school systems. Systems were large and small, urban and rural. Counselors were from all levels of education, elementary through postsecondary. Numerous practical suggestions from counselors, superintendents, principals, teachers, counselor supervisors, counselor educators, and state department specialists in guidance and counseling have been incorporated in this document and in the companion document How to Develop a Comprehensive Guidance Program: A Resource Manual.

Organization of the Leadership Manual: Relationship to the Resource Manual

The leadership manual is divided into three sections. Section One contains suggested program time line, duties, and training schedule. Section Two contains superintendents' letter and counselor selection instruments. Section Three contains agenda for nine training sessions. The Appendix contains resource materials for training sessions.

The leadership manual is purposely keyed to How to Develop a Comprehensive Guidance Program: A Resource Manual. It is intended to present the practical, step-by-step approach to leading personnel through the developmental processes necessary to construct a comprehensive guidance program locally.

The leadership manual was developed after the resource manual and is derived from it. It is sincerely hoped that the leader will find ample opportunity for personal creativity in structuring workshops and activities appropriate to local circumstances and conditions. To this end, the format for the leadership manual is basically an outline of tasks and events that have been found to facilitate the planning process.

PROFESSIONAL DEVELOPMENT AND INSERVICE TRAINING OF GUIDANCE COUNSELORS

The professional development and inservice training of professional counselors is one of the major reasons for a school system to undertake these training activities. Another, and manifestly more important reason, is to insure that all students are engaged in a comprehensive guidance program. That is, that the school is involving all students in activities leading to attainment of academic, career and personal/social goals.

What are the characteristics of a comprehensive guidance program?

(1) The philosophy of education and guidance are stated in clear and meaningful goals for students in the areas of academic, career, and personal/social development.

(2) The current status of students in relation to their attainment of these goals is known.

(3) Student performance objectives in appropriate quantity, quality, and scope have been developed and are being implemented by school personnel.

(4) Activities and learning strategies are being conducted which involve all students in attaining appropriate student performance objectives.

(5) Systematic methods are being used to measure the extent to which students are attaining objectives.

(6) Evaluation reports indicating the effectiveness of the guidance program are available for administrative decision makers.

TRAINING TASKS AND PRODUCTS

In order to design a comprehensive guidance program for each school, nine developmental tasks were identified. Training sessions were designed around these tasks with each training session leading sequentially into the next task. The nine tasks are as follows:

TASKS

1. Develop or adopt a planning model for developing, implementing, and evaluating a comprehensive guidance, counseling, placement, and follow-up system for your school (including administrative procedures).

2. Identify and/or acquire necessary counselor competencies to carry out the plan.

3. Identify and/or describe major components of a comprehensive guidance, counseling, placement and follow-up system for your school.

4. Identify and/or describe the functional duties of the counselor, and other school personnel in developing, implementing, and evaluating the plan.

5. Conduct needs assessment, establish need priorities, and state objectives of the guidance program.

6. Identify guidance activities designed to bring about desired results for the students.

7. Complete a task analysis of counselor jobs based on counselor activities.

8. State student performance objectives--student outcomes in relation to counselor activities.

9. Describe and plan evaluation procedures and reporting methods, including the development of methods and procedures for modifying a comprehensive guidance program.

As these tasks are completed, products will emerge which form the basis for comprehensive program development. Among the products the school can expect are the following:

1. A system level guidance advisory committee.

2. Improved program evaluation procedures.

3. An annual guidance reporting plan.

4. A coordinated guidance calendar.

5. An improved counselor job description.

6. Goal statements for guidance.

7. Guidance needs assessment instruments and data based on student needs.

8. Planned student performance objectives and activities.

9. A list of counselor competencies as the basis for further inservice and professional development training.

ACKNOWLEDGMENTS

The parent project from which this document came was called The Professional Renewal of Guidance and Counseling Personnel, Project No. 498AH70336, Grant No. G007701950, U. S. Office of Education, Bureau of Occupational and Adult Education. The state staff named it simply Project RENEW '77.

The parent project had five objectives initially which were later extended to include two more objectives of which two manuals were the product. The five initial objectives were:

1. Design and test a model for updating on a continuous basis the necessary competencies and knowledges of those who participate in the conceptualization planning, implementation, conducting, and evaluation of comprehensive systems of guidance, counseling, placement, and follow-up activities.

2. Establish a Guidance and Counseling Renewal Center.

3. Update and train a minimum of twenty persons who are engaged in the guidance and counseling function.

4. Develop a comprehensive guidance and counseling plan for each school that has one or more of its personnel participating in the Renewal Center's activities.

5. Complete an evaluation study of the effects of the Renewal Center upon the target population.

There were eight school systems and one two-year technical college which undertook the development and training necessary to reach the objectives. It is appropriate to recognize and acknowledge the contributions of three groups in the development of this publication. These are: the local participants, the editorial task force, and the project advisory committee.

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SECTION ONE

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Section One contains suggestions and examples for:

A. Suggested Time Line for Professional Renewal of Guidance Personnel Inservice Training Program 2

B. Specification of Duties 3

C. Suggested Training Schedule 4

A. SUGGESTED TIME LINE FOR PROFESSIONAL RENEWAL OF GUIDANCE PERSONNEL INSERVICE TRAINING PROGRAM

1.	Review of program materials including Resource Manual and Leadership Manual	Sept. - Oct.	1st Year	1st Semester
2.	Make plans for school system inservice training program	Sept. - Nov.	1st Year	1st Semester
3.	Secure approval from superintendent	November	1st Year	1st Semester
4.	Formulate guidance advisory committee Conduct advisory committee meeting	Nov. - Dec.	1st Year	1st Semester
5.	Determine precise location for training activities - group meetings	Nov. - Dec.	1st Year	1st Semester
6.	Develop criteria for participant selection	Dec. - Jan.	1st Year	2nd Semester
7.	Select participants and identify needs for training	January	1st Year	2nd Semester
8.	Begin training at group site	Jan. - Feb.	1st Year	2nd Semester
9.	Begin consultation at individual sites Conduct advisory committee meeting	March	1st Year	2nd Semester
10.	Develop annual report outline	Sept. - Oct.	2nd Year	3rd Semester
11.	Complete cycle of training	Nov. - Dec.	2nd Year	3rd Semester
12.	Develop evaluation reports Conduct advisory committee meeting	Jan. - March	2nd Year	4th Semester
13.	Disseminate evaluation reports	April - May	2nd Year	4th Semester
14.	Develop and disseminate final report	May - June	2nd Year	4th Semester

SPECIFICATION OF DUTIES

TASKS	PROJECT DIRECTOR	GUIDANCE & COUNSELING COORDINATOR	GUIDANCE TEAM COUNSELORS
General program supervision	X		
Training plan development		X	X
Assess guidance programs		X	X
Identify guidance and counseling personnel and educational planners	X	X	X
Assess program participant needs for training		X	
Administer financial accounting	X		
Train program participants		X	
Develop needs assessment instruments	X	X	X
Supervise training program		X	
Coordinate needs data collection	X		
Analyze needs data		X	X
Develop evaluation reports	X	X	X
Develop project report	X	X	
Disseminate final products		X	X

C. SUGGESTED TRAINING SCHEDULE

	Group Sessions 4 Hours	Individual Sessions 2 Hours	
	Group Training Session All Participants Session A.M.	School Consultation Individual Participants Sessions A.M. or P.M.	Rationale for schedule
February	Date Session #1		1. Home school training and consultation sessions needed to implement and evaluate plans in group sessions
March	Date Session #2	1st Consultation Session 2nd Consultation	
April	Date Session #3	3rd Consultation 4th Consultation	2. More home school sessions are needed at outset and less in final phases
May	Date Session #4	5th Consultation 6th Consultation	
June			3. More group sessions are needed in final phases
July			
August			4. Major process is to try out group plans in individual settings and validate individual plans through group discussion and sharing
September	Date Session #5	7th Consultation Session	
October	Date Session #6 Date Session $7	8th Consultation Session	5. Group should include sharing ideas and problem solving discussions
November	Date Session #8 Date Session #9	9th Consultation Session	6. Each group session should state an assignment for next session
December	Date Make up Session	Final product is a comprehensive guidance plan for each school	

SECTION TWO:

Section two contains examples and instruments related to participants. Among these are the following:

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C. Counselor Program Planning Skills Inventory----------11

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A. MODEL LETTER FROM SUPERINTENDENT TO SCHOOL PRINCIPALS

As part of our professional development effort, I cordially invite you to appoint members of your counseling staff to participate in the Professional Renewal of Guidance Personnel Inservice Training Project.

As one of its objectives, the project will update and train persons who are engaged in the guidance and counseling function. Each person will:

1. Be trained to demonstrate proficiency at criterion levels for the guidance and counseling function appropriate to the individual's area of responsibility, e.g., guidance, counseling, placement, and follow-up.

2. Develop a comprehensive guidance and counseling plan for the school at which they work.

3. Write a professional development plan based upon the individual's specific needs.

In making your appointments to this project, please observe the following criteria for selection.

1. Participants are expected to remain in their present positions for the duration of the project (January_____December_____).

2. A percent of participants may be counselor supervisors.

3. Participants should represent different educational levels, such as elementary, middle school, senior high school, area vocational centers.

4. Participants shall be certified and an effort will be made to secure persons with varying years' experience.

In order to insure higher levels of motivation from participants and higher productivity for the school system, we would like to ask that:

1. Participants be volunteers

2. That they be willing to take advantage of special training materials and schedule to be offered to the project participants.

3. That they have released time to attend project meetings at the_____ (location) . There will be 18 meetings spread over the twelve-month period, nine approximately four hours each, and nine approximately two hours each.

The project will support participants by reimbursing them for travel. It will further support them by offering appropriate consultation at the Center and at their home schools. We will call for our first meeting to be in_____and will notify your participants as to time and location.

We are confident that the results of this project will mean much to our school system by providing a comprehensive, workable plan for guidance.

Would you please notify me in writing of the names of participants you have selected so that we can communicate with them about meeting dates. As it would be very helpful to know more about the participants in advance, would you please have the participants complete the enclosed form and return it to me as soon as possible.

Thank you for your assistance. I look forward to working with you. If you or any of the selected counselors have any questions concerning this communication, contact (name of director) by telephone at _____.

Sincerely,

_____, Superintendent
_____ (System)

Enclosure

B. PARTICIPANT INFORMATION DATA FORM:

INTRODUCTION

The following requested information is needed to determine the current status of your guidance program. This information will help to better understand the setting of your program. It will help establish a base-line or starting point from which planning may proceed. Perfect accuracy is not required, but rather your "best estimate" of which activities take place and when they happen. It is recognized that this form lacks categories of activities which may also consume your time and attention. Therefore, we encourage you to list "other" significant activities and indicate when they occur. Thank you for your assistance.

Three categories of information are requested. These are:

1. Current program activities. Simply check which of these activities are being carried on. If a listed activity is beyond the scope of your program such as a high school activity when you are an elementary counselor, put N/A instead of a check mark by activity.

2. Time of year (semester). Place a check mark if the activity takes place usually in the first semester or the second semester. If it takes place in both semesters, check both.

3. Frequency of activity. (Place check mark to indicate how frequently the activity occurs.

   A. Some activities are annual (or semi-annual)
   S. Some are every six weeks
   M. Some are monthly
   W. Some are weekly
   D. Some are daily

PROJECT RENEW '77
PARTICIPANT INFORMATION DATA FORM

NAME _____

SCHOOL ADDRESS _____

SCHOOL SYSTEM _____ NAME OF SCHOOL _____

PHONE NUMBER: HOME _____ OFFICE _____

HIGHEST DEGREE _____ NO. YEARS' EXPERIENCE _____

PRIMARY ASSIGNMENT: ELEMENTARY ____ SECONDARY ____ OTHER _____

NUMBER OF STUDENTS GUIDANCE PROGRAM RESPONSIBLE FOR _____

GRADE LEVELS _____ _____ _____

NO. OF STUDENTS ___ NO. OF STUDENTS _____ NO. OF STUDENTS _____

CURRENT PROGRAM ACTIVITIES

(please check)	TIME OF YEAR (semester) 1	2	FREQUENCY OF ACTIVITY (please indicate) Annual	6 Wks.	Monthly	Weekly	Daily
1. Educational Guidance such as:							
___A. Assessment of educational attainment and progress							
___B. Articulation between schools							
___C. Assistance in overcoming handicaps							
___D. Financial aids advisement							
___E. Continuing education beyond high school							
___F. Other (please be specific)_____							
2. Career Guidance such as:							
___A. Assessment of interests and aptitudes							
___B. Course selection							
1. Educational							
2. Career							
___C. Employment information and guidance of student career plans							
___D. Other_____							

CURRENT PROGRAM ACTIVITIES

	TIME OF YEAR (semester)		FREQUENCY OF ACTIVITY (please indicate)				
	1	2	Annual	6 Weeks	Monthly	Weekly	Daily
3. Personal/Social Guidance such as:							
___A. Individual counseling							
___B. Group Counseling							
___C. Utilization of referral services							
___D. Other_____							
4. Consultation such as:							
___A. Sharing knowledge of human development and inter-personal relation with parents/teachers							
___B. Guidance to support curriculum improvement							
___C. Other_____							
5. Placement and Follow-up such as:							
___A. Systematic placement in schools at all levels							
___B. Systematic placement on jobs							
___C. Follow-up studies to facilitate curriculum							
___D. Other_____							
6. Planning & Evaluation Guidance Services							
7. Maintaining and access to resource data							
___A. School records							
___B. Pupil data							
8. Orientation							
9. Reduction of Sex Stereotyping and Bias							
10. Training and staff development							
11. Other							

C.

COUNSELOR PROGRAM PLANNING SKILLS INVENTORY
PROJECT RENEW '77 - PUPIL PERSONNEL SERVICES
ALABAMA STATE DEPARTMENT OF EDUCATION

We would like to obtain an indication of your needs for professional development in the area of developing, implementing, and evaluating a comprehensive guidance and counseling system for your school. This information should be useful in preparing an individual training plan to help you update skills. Please give careful thought to each question and be frank in your appraisal.

NAME _____ NO. YEARS' EXPERIENCE _____

SCHOOL _____ HIGHEST DEGREE _____

ASSIGNMENT _____

As part of my job:	DIRECTIONS: (1) To the left of each statement mark (x) to indicate whether or not as part of your professional work you have accomplished these goals. (2) To the right of each statement mark (x)in the column which represents your judgment of its adequacy. (3) To the far right mark an (x) on the scale indicating your present skill level. (1 is low; 10 is high)	How well is this working?					Based on previous training or experience, I think my present skill level for doing this activity is:									
		Not Working	Inadequate	No Opinion	Adequate	Works Very Well	1	2	3	4	5	6	7	8	9	10
	PART I															
__yes__no__?	I. ASSESSING NEEDS: As part of my work assignment: 1. Developed a system for utilizing data collected on the basis of an assessment of needs or expectations of the populations* I serve.															
__yes__no__?	2. I have developed data collection procedures and have collected data based on the needs or expectations of the populations I serve.															
__yes__no__?	3. I have made a listing of the areas of concern of the populations to be served based on needs or expectations															
__yes__no__?	4. I have made a listing of all populations** to be served through my guidance program.															

		Not Working	Inadequate	No Opinion	Adequate	Works Very Well	1	2	3	4	5	6	7	8	9	10
__yes__no__?	5. I have made a listing of <u>all those whose decisions</u>*** are needed in order to use the obtained needs data.															
__yes__no__?	6. I have obtained usable data with which to assess the needs and/or expectations of the population(s) to be served.															
	II. SETTING PRIORITIES: As part of my work assignment:															
__yes__no__?	7. I have written a priority statement defining the organizational structure of personnel and resources required to accomplish changes from existing to desired conditions.															
__yes__no__?	8. I have made a priority listing of guidance needs.															
__yes__no__?	9. I have established priorities of identified guidance needs of the populations to be served based on the utilization of personnel and resources.															
	III. DEVELOPING OBJECTIVES: As part of my work assignment:															
__yes__no__?	10. I have developed a plan for gathering and interpreting data on the effectiveness of the objectives for the guidance program.															
__yes__no__?	11. I have developed or selected the appraisal techniques to measure the objectives of the guidance program.															

		Not Working	Inadequate	No Opinion	Adequate	Works Very Well	1	2	3	4	5	6	7	8	9	10
__yes__no__?	12. I have developed an established time-line for achievement of the classified, defined, outcome-stated objectives.															
__yes__no__?	13. I have defined criteria which measures the achievement of objectives.															
__yes__no__?	14. I have a written description of the conditions under which objectives can be achieved.															
__yes__no__?	15. I have made a list of defined objectives stated in terms of pupil outcome.															
__yes__no__?	16. I have developed a <u>systematic approach for the classification</u>**** of objectives.															
__yes__no__?	17. I have identified the priority needs that are used to formulate measurable statements of purpose.															
__yes__no__?	IV. DEVELOPING ACTIVITIES TO ACHIEVE OBJECTIVES: As part of my work assignment: 18. I have developed a review system which identifies or predicts strengths and weaknesses in procedural or implementation designs and indicates need for alternative action.															
__yes__no__?	19. I have developed desired pupil outcome statement(s) in measurable terms for each process (i.e., set of activities).															
__yes__no__?	20. I have developed a sequential plan for the coordination of the resources necessary to accomplish each process (set of activities) on a timeline.															

		Not Working	Inadequate	No Opinion	Adequate	Works Very Well	1	2	3	4	5	6	7	8	9	10
__yes__no__?	21. I have a written description of the personnel, material, and financial resources needed for process (set of activities) to accomplish objectives.															
__yes__no__?	22. I have made a listing of processes (sets of activities) which will achieve defined objectives.															
__yes__no__?	23. I have formulated specific processes (sets of activities) which are relevant to achieving objectives.															
	V. EVALUATING PROGRAM: As part of my work assignment:															
_yes__no__?	24. I have a written and oral evaluation report presented to decision makers.***															
__yes__no__?	25. I have developed a recycling plan to feed the evaluation of a given objective or process (set of activities) back to the needs assessment or other appropriate phase of planning.															
__yes__no__?	26. I have developed a specific design for the evaluation of the objectives of the guidance program.															
__yes__no__?	27. I have developed an evaluation which will provide indicators of program progress and/or the need for modification.															
__yes__no__?	28. I have a personal professional development plan relating to developing, implementing, and evaluating a comprehensive guidance and counseling system for my school.															

*By populations is meant pupils, teachers, principal, and other administrators, parents, employer.

**By all populations is meant an adequate representation from each of the groups served in terms of such factors as ethnic composition, socio-economic strata, occupational distribution.

***By decision makers is meant:

1. Policy decisions, e.g., school board of education or legislature
2. Program decisions, e.g., superintendent and administrative staff
3. Operational decisions, e.g., principals, curriculum supervisors, pupil personnel staff, etc.

****By a systematic approach for the classification of objectives is meant a set of step-by-step procedures for achieving outcomes in a domain. Such domains might be educational, vocational, or social or such domains as cognitive, affective, or motor.

PART II

29. Are there some other competencies (not listed on this inventory) that are important for counselors in guidance today?____yes____no. If yes, please list below.

30. Does your school possess these?____yes____no.

31. Do you?____yes____no.

32. Are they more important than the ones listed in the inventory?____yes____no.

33. Can you rank the ten most important competencies (in your opinion) necessary to develop and deliver a comprehensive guidance, counseling, placement, and follow-up system for your school?

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Thank you for your generous cooperation.

PROJECT RENEW '77
STATE OF ALABAMA DEPARTMENT OF EDUCATION

D. Tentative Participant Schedule

NAME_____ NAME OF PRINCIPAL_____

SCHOOL_____

Center Training Dates

February - 1 session ( )
March - 1 session ( )
April - 1 session ( )
May - 1 session ( )

September- 1 session ( )
October - 2 sessions ( ) ( )
November - 2 sessions ( ) ( )
December - (*make up_____)

School Visits

February
March - 2 sessions - Dates ( ) ( )
April - 2 sessions - Dates ( ) ( )
May - 2 sessions - Dates ( ) ( )

September - 1 session - Date ( )
October - 1 session - Date ( )
November - 1 session - Date ( )
December - (*make up_____)

Preferred Hours for Center

8 - 12_____
9 - 1_____
10 - 2_____
11 - 3_____
12 - 4_____
1 - 5_____
2 - 6_____
3 - 7_____

Preferred Times for School Meetings

A.M. 8 - 12 _____ (2 hrs.)

P.M. 1 - 5 _____ (2 hrs.)

SECTION THREE

Page

Section Three contains materials and examples relating to participant training. These are

A. Inservice Training Plans 18

B. Agenda for Counselor Renewal Training Inservice Sessions I through IX 19

A. INSERVICE TRAINING PLANS

Group Session Tasks

No. 1. Develop or adopt a planning model for developing, implementing, and evaluating a comprehensive guidance, counseling, placement, and follow-up system for your school. (Including administrative procedures).

No. 2. Identify and/or acquire necessary counselor competencies to carry out the plan.

No. 3. Identify and/or describe major components of a comprehensive guidance, counseling, placement and follow-up system for your school.

No. 4. Identify and/or describe the functional duties of the counselor, and other school personnel in developing, implementing, and evaluating the plan.

No. 5. Conduct needs assessment, establish need priorities, and state objectives of the guidance program.

No. 6. Identify counselor activities designed to bring about desired results for the students.

No. 7. Complete a task analysis of counselor jobs based on counselor activities.

No. 8. State student performance objectives—student outcomes in relation to counselor activities.

No. 9. Describe and plan evaluation procedures and reporting methods, including the development of methods and procedures for modifying a comprehensive guidance program.

B.

PROJECT RENEW '77
ALABAMA STATE DEPARTMENT OF EDUCATION
PUPIL PERSONNEL SERVICES

AGENDA FOR COUNSELOR RENEWAL INSERVICE TRAINING SESSION ONE

Date:
Place:
Time:

SESSION ONE: PURPOSE: Establishing objectives for inservice training workshops.	METHODS	RESOURCES	STAFF
PART I: Orientation--involvement and group cohesiveness			
1. Introducing oneself--each, individually	Discussion	Resource	
2. Sharing professional development objectives	Discussion	Manual R.M.	
3. One thing they are proud of that they have contributed to counseling and guidance in their school/system.	Discussion		
4. One thing they would like to see developed or changed about guidance in their schools--future achievements.	Discussion		
5. What are some of the major student problems that the school faces with which guidance <u>is</u> or might become involved?	Discussion (Pages 11-15 L.M.*)		
PART II: Review of content materials			
1. Overview: Aims and purposes of comprehensive program planning: Project goals.	Lecture	Handouts on comprehensive planning	
2. Review of needs assessment inventory in terms of planning process and counselor program planning skills inventory. (Pages 13-21 L.M.*)	Lecture	CPPSI	
3. Assignment: Determine what parts of the general model components already exist--what are current strengths of the guidance program--Bring back instrument or description. (Page 3 R.M.**)			

*L.M. Leadership Manual

**R.M. Resource Manual

PROJECT RENEW '77
ALABAMA STATE DEPARTMENT OF EDUCATION
PUPIL PERSONNEL SERVICES

AGENDA FOR COUNSELOR RENEWAL INSERVICE TRAINING SESSION TWO

Date:
Place:
Time:

	METHODS	RESOURCES	STAFF
SESSION TWO: PURPOSE: Identifying and/or acquiring necessary counselor competencies to carry out a comprehensive guidance, counseling, placement, and follow-up plan for a school/system.		How to Develop a Comprehensive Guidance Program: A Resource Manual	
PART I: Orientation--of new members			
1. Introducing new members, each individually			
2. Reference to previous assignment--determine what parts of the general model components already exist--what are the current strengths of the guidance program. Bring back instrument or description.	Discussion	A Planning Primer for Local Educators (See P.30 L.M.*)	
PART II: Determine counselor competencies necessary to carry out a comprehensive guidance plan.			
1. Exercise 1, Four small groups by grade level. Agree on necessary competencies.	Workshop	Ohio State University Center For Vocational Education list of Guidance Program Staff Competencies (See Pages 31-36 L.M.*)	
2. Exercise 2, Four small groups mixed grade level. Agree on necessary competencies.			
3. Exercise 3, Total group agreement on necessary competencies.			
ASSIGNMENT: Determine what statements or indications of counselor competencies already exist in local school description of counselors' job or role. Bring back examples of counselor job descriptions or guidance programs which support or indicate these statements of necessary competencies.		Resource Manual	

*L.M. Leadership Manual

PROJECT RENEW '77
ALABAMA STATE DEPARTMENT OF EDUCATION
PUPIL PERSONNEL SERVICES

AGENDA FOR COUNSELOR RENEWAL INSERVICE TRAINING SESSION THREE

Date:
Place:
Time:

SESSION THREE: PURPOSE:	METHODS	RESOURCES	STAFF
1. Identifying and/or acquiring necessary counselor competencies to carry out a comprehensive guidance, counseling, placement, and follow-up plan for a school/system.		Resource Manual (See page 11 R.M.**)	
2. Identifying and/or describing major components of a comprehensive guidance, counseling, placement, and follow-up system for your school.			
PART I: 1. Introducing new members, each individually. 2. Orientation report on system or school activities. 3. Reference to previous assignment: determine what indicators exist of recognized counselor competencies from local school description of counselor role or job description. 4. Completion of counselor competency determination exercise: A. Needs determination for training B. Priority of training goals	Workshop	Ohio State University Center for Vocational Education list of Guidance Program staff competencies (See Pages 31-36 L.M.*)	
PART II. Identification and/or description of major components of a comprehensive guidance, counseling, placement, and follow-up system. 1. Exercise 1: Small groups, mixed grade level. Agree on major components or services in a comprehensive guidance program.	Workshop		
ASSIGNMENT: Determine the role and relationship of other staff members (teachers, administrators, parents) to the guidance program. Determine counselor's duties and functions as they are related to other staff members. Bring back descriptions or examples of collaborative activities related to guidance.		Resource Manual	

*L.M. Leadership Manual
**R.M. Resource Manual

PROJECT RENEW '77
ALABAMA STATE DEPARTMENT OF EDUCATION
PUPIL PERSONNEL SERVICES

AGENDA FOR COUNSELOR RENEWAL INSERVICE TRAINING SESSION FOUR

Date:
Place:
Time:

	METHODS/TIME	RESOURCES	STAFF
SESSION FOUR: PURPOSE: Identify and/or describe the functional duties of the counselor, and other school personnel in developing, implementing, and evaluating the plan.	10:00 a.m.	Leadership Manual	
PART I: 1. Introduction of guests and/or consultants.	10:10 a.m.	(See Pages	
2. Overview Planning - Establishing goals, need for staff involvement	10:35 a.m.	38 - 40 L.M.*)	
3. Assessing Needs - Participation by teachers, administration, parents in determining needs questions, methods	11:15 a.m.		
PART II: 1. Review components of comprehensive plan	1:00 p.m.	Leadership Manual	
2. Group discussion and decision on function and duties of counselors and others in providing services of plan.	1:25 p.m.	(See Pages 38 - 40 L.M.*)	
ASSIGNMENT:	1:50 p.m.		
By next meeting form local guidance committee to determine type and method for conducting needs assessment.	2:15 p.m.		

*L.M. Leadership Manual

PROJECT RENEW '77
ALABAMA STATE DEPARTMENT OF EDUCATION
PUPIL PERSONNEL SERVICES

AGENDA FOR COUNSELOR RENEWAL INSERVICE TRAINING SESSION FIVE

Date:
Place:
Time:

	METHODS	RESOURCES	STAFF
SESSION FIVE: PURPOSE: Plan conduct of needs assessment, establish need priorities and prepare objectives of guidance program.			
PART I: 1. Introduction of visitors or guests.		Resource Manual (See	
2. Each participant gives assessment of the stage of project as of this date.	Group Report	pages 17-21 and Appendix A,B,C R.M.**)	
3. Presentation of factors involved in accomplishing a school or system-wide needs assessment.	Lecture	Handouts	
PART II. Workshop Activities			
1. Work out methods and procedures for conducting needs assessment	Demonstration	Model Activities	
2. Plan for use of data such as how data will be reported. How priority of needs will be established.			
3. Discuss and give examples of how objectives are written based on needs statements.			
ASSIGNMENT: Using data generated from needs assessment, bring back 3 examples of student performance objectives related to needs.			

** R.M. Resource Manual

PROJECT RENEW '77
ALABAMA STATE DEPARTMENT OF EDUCATION
PUPIL PERSONNEL SERVICES

AGENDA FOR COUNSELOR RENEWAL INSERVICE TRAINING SESSION SIX

Date:
Place:
Time:

	METHODS	RESOURCES	STAFF
SESSION SIX: PURPOSE: Identify counselor activities designed to bring about desired results for the students 1. Participants to develop goals, objectives, and activities for their system's guidance program 2. Participants to begin to develop their personal, individual school program goals, objectives, and activities PART I. A. Introduction of new members and visitors B. Each person give assessment of stage of project development C. Workshop activity: developing program goals, objectives, activities and evaluation procedures by system and by individual school PART II. Continuation of workshop activities on goal, objectives, activities and evaluation procedures by system and by individual school PART III. Assignment: Develop a calendar of activities based on objectives Review of tasks and duties and analyze job description Bring calendar for general review by group	Workshop by System	Resource Manual (For general concepts see pages 14-24 R.M.** For specific examples see Elem. pages 37,44-52; Middle School pages 65,67-73; Secondary Sch. pages 88,104-110) Leadership Manual (See Page 41 L.M.*) Leadership Manual (See Pages 42-43 L.M.* and pages 114-115 R.M.**)	

*L.M. Leadership Manual
**R.M. Resource Manual

PROJECT RENEW '77
ALABAMA STATE DEPARTMENT OF EDUCATION
PUPIL PERSONNEL SERVICES

AGENDA FOR COUNSELOR RENEWAL INSERVICE TRAINING SESSION SEVEN

Date:
Place:
Time:

	METHODS	RESOURCES	STAFF
SESSION SEVEN: PURPOSE: Complete a task analysis of counselor job based on counselor activities. 1. Participants to share goals, objectives, and activities for their system's guidance program 2. Participants to share their personal, individual school program goals, objectives, activities PART I: A. Introduction of new members and visitors B. Each person give assessment of stage of project development C. Workshop activity: Presentation and discussion of each person's plans PART II: Continuation of workshop activities: A. Discussion of format and contents of plans reports School system plan report Individual school plan report PART III: Assignment: By November 1, each participant will have his/her program activities written to be ready for in-group review and for analysis Assignment: A complete statement of student performance objectives and planned results for try-out in program	DISCUSSION	PROJECT RENEW PLANS Leadership Manual (See page 8, L.M.*) Resource Manual (See pages 53-58; 75-81; 116-128, R.M.**)	-25- 41

* L.M. Leadership Manual
**R.M. Resource Manual

PROJECT RENEW '77
ALABAMA STATE DEPARTMENT OF EDUCATION
PUPIL PERSONNEL SERVICES

AGENDA FOR COUNSELOR RENEWAL INSERVICE TRAINING SESSION EIGHT

Date:
Place:
Time:

SESSION EIGHT: PURPOSE: To state student performance objectives -- Student outcomes in relation to counselor activities	METHODS	RESOURCES	STAFF
1. For participants to understand the necessity for evaluating guidance programs and to develop methods and techniques for doing this in light of student performance	Work in small groups	Resource Manual (Pages 24-34; 45-47; 82-84; 111-113; and 146-150 R.M.**)	
2. For participants to look at their activities, analyze them on the basis of time required and sequence, and to write a program description based upon this analysis	Discussion	Activity List Master Calendar	
PART I:		Leadership Manual (Pages 48-49 L.M.*)	
A. Each system give assessment of its stage of project development			
B. Discussion of evaluation methods and techniques concentrating on student performance			
PART II:			
Workshop on analyzing activities and developing calendar of activities			
ASSIGNMENT: Bring back a draft of written guidance plans including report methods		Leadership Manual (Pages 44-45)	

* L.M. Leadership Manual
** R.M. Resource Manual

PROJECT RENEW '77
ALABAMA STATE DEPARTMENT OF EDUCATION
PUPIL PERSONNEL SERVICES

AGENDA FOR COUNSELOR RENEWAL INSERVICE TRAINING SESSION NINE

Date:
Place:
Time:

SESSION NINE: PURPOSE: Evaluate project and finalize plans for follow-up reports	METHODS	RESOURCES	STAFF
	Discussion	Project Evaluation Form (See pages 46-47 L.M.*)	
PART I: 1. Introduction of guests 2. Status report: Each person to discuss their guidance objectives 3. Awards to participants			
PART II: 1. Using evaluation form, each participant to evaluate the project training process 2. Discuss recommendations for project development 3. Discuss the follow-up and follow-through report on success of their project at the end of school year 4. Time for work with individual persons as needed		Follow-up Follow-through Evaluation Form (See Appendix L.M. Pages 48-49 L.M.*)	
NOTE: REMEMBER DATE FOR FINAL REPORT OF PLANS - JANUARY			

*L.M. Leadership Manual

APPENDIX

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H. Training Evaluation Report 46

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J. Comprehensive Guidance Program Evaluation Format (Summary). . . 49

A.

A Planning Primer for Local Educators may be ordered from

The Office of Planning and Evaluation
Alabama State Department of Education
548 State Office Building
Montgomery, AL 36130

Materials consist of:

Planning primer and seven monographs

(a) Monograph Number 1 Establishing Goals
(b) Monograph Number 2 Assessing and Analyzing Needs
(c) Monograph Number 3 Identifying Resources and Constraints and Prioritizing Needs
(d) Monograph Number 4 Developing Objectives
(e) Monograph Number 5 Generating/Analyzing Alternative Strategies and Selecting Strategies
(f) Monograph Number 6 Formulating the Program, Implementation Plan and Securing and Allocating Resources
(g) Monograph Number 7 Operating and Evaluating Programs

APPENDIX B

GUIDANCE PROGRAM STAFF COMPETENCIES

Planning:

1. Organize the development of a guidance committee composed of staff members, students, parents, and community leaders.
2. Communicate about guidance to the administration.
3. Know effective public relations techniques.
4. Convey the concept of guidance to the community.
5. Establish commitment of the school and community to the program.
6. Conduct a meeting.
7. Design a step-by-step program to reach a goal.
8. Identify a working definition of development and career guidance.
9. Delineate basic principles that underlie development.
10. Formulate a rationale for guidance programs.
11. Use needs assessment data for developing short- and long-term comprehensive guidance program plans.
12. Know financial requirements for guidance program delivery.
13. Maintain liaison with state department offices.
14. Develop a sound financial management plan for guidance at the local level.
15. Provide active leadership.
16. Obtain policy and budgetary support for guidance program.
17. Motivate, work with, and lead professional individuals.
18. Organize guidance program within the time, resource, and energy constraints of the district.
19. Maintain district commitment for guidance program.
20. Extend leadership for inservice education.
21. Understand the purpose of the guidance program.

22. Work with both community and educational personnel in leadership supportive roles.

23. Provide ongoing inservice programs as needed.

24. Understand current legal requirements which affect guidance program planning.

25. Interpret results of needs assessment to staff, parents, students, and community.

26. Develop clear statements of needs based on data gathered in survey.

27. Know of available career interest survey instruments.

28. Identify major goals of guidance.

29. Collect needs assessment data.

30. Tabulate and analyze needs assessment data.

31. Interpret needs assessment data.

32. Plan and conduct a comprehensive community survey to assess guidance needs.

33. Develop items for needs assessment instrument.

Goals and Objectives:

34. Write measurable objectives for the guidance program.

35. Know guidance goals and objectives.

36. Know techniques for writing guidance goals and objectives.

37. Identify guidance goals and objectives based on career development concepts.

38. Develop guidance objectives in the cognitive and affective domains.

Resource Assessment:

39. Know of various guidance resources throughout the community and state.

40. Contact and use resources.

41. Identify financial resources in a local education agency needed to support a comprehensive guidance program.

42. Develop and maintain a community resource file.

43. Identify resources and/or services available from the community for enriching the guidance program.

44. Identify types of facilities needed for a guidance program.

Evaluating Outcomes:

45. Administer ability, interest, and achievement tests to students.

46. Know of instruments available for measuring development.

47. Design a system to evaluate guidance objectives.

48. Report results of evaluation.

49. Develop questionnaires and other instruments.

50. Identify the evaluation and feedback procedures that will be used to assess progress.

51. Use pre- and post-assessment techniques.

Placement:

52. Know of current career opportunities available locally.

53. Know of career opportunities for women.

54. Organize and maintain student data in files.

55. Develop good working relationships with organized placement agencies in the community.

56. Identify resources and opportunitites availability for placement through public and private agencies.

57. Organize and maintain placement materials so they are usable by students, parents, and staff.

58. Identify information concerning post-high school job placement and school selection.

59. Place students in appropriate educational institutions.

60. Identify careers that require a high school diploma.

61. Obtain information on employment trends from the local state employment services.

62. Maintain job resource file.

63. Maintain rapport with potential employers for students.

Follow-up:

64. Design effective follow-up instruments and procedures.

65. Determine what types of follow-up data are needed.

66. Implement a system for the efficient retrieval of follow-up data.

Counseling:

67. Interpret test results to students and parents.

68. Assist students in the assessment of their own career development needs.

69. Assist students in planning their own educational and personal programs in relation to their own career choices.

70. Use individual guidance techniques.

71. Use group guidance techniques.

72. Use career materials such as games and kits in career guidance.

73. Present career options available to students.

74. Apply skills designed to reduce conflict.

75. Use human relations skills necessary to assist students with career development.

76. Know human growth and development processes.

77. Identify students with special needs and refer to appropriate agency.

Career Guidance Practices:

78. Integrate career guidance activities into the curriculum.

79. Design and conduct career guidance classroom activities.

80. Relate course work to students' future life planning.

81. Select, organize, and classify materials for a career guidance resource center.

82. Know the existing curriculum within the school.

83. Develop learner activities that achieve career development objectives.

84. Identify subject matter concepts commonly taught at each grade level to determine how career development concepts fit with the curriculum.

85. Teach career development skills to students.

86. Develop a rationale for infusing career guidance into the curriculum.

87. Coordinate career guidance curriculum development.

88. Develop learning activities which infuse career guidance concepts into appropriate levels of curriculum.

89. Develop a system for working with parents regarding career planning for their children.

90. Implement parent education activities which focus on the relationship of the home to the career development of the students.

Rural Community Perspectives:

91. Identify and use instruments, strategies, and techniques for instituting programs of attitudes and values expansion for staff, parents, and employers.

92. Develop broad ranging programs of attitudes and values expansion for staff, parents, and employers based on empirically derived as well as subjectively derived data.

93. Deal with attitudes and values in a positive way in order to facilitate more satisfying life role assumption for youth.

94. Analyze their present attitudes towards career guidance.

95. Know that students become vocationally mature at an early age and that stereotypic thinking on the part of adults may limit the career potential of youth.

96. Understand the background of ethnic groups as it affects career choice.

97. Recognize the occupational potential of youth regardless of sex, ethnic background, or socio-economic status.

98. Help staff broaden their life-role aspirations.

99. Assist youth in expanding life-role aspirations.

100. Know how federal and state laws on sex stereotyping affect career guidance activities.

101. Understand the economic, sociological, and psychological aspects of the changing nature of work.

Community Relations and Involvement:

102. Involve parents in school guidance activities.

103. Involve community members in career activities with students.

104. Know effective public relations techniques.

105. Maintain network of communication between school and community.

106. Use techniques for coordinating school and community resources.

107. Implement a public relations program.

108. Serve as liaison person to the community.

109. Maintain liaison with community groups.

110. Establish and maintain working relationships with local business, industrial, and labor personnel in developing or improving exploratory work program.

111. Arrange for and conduct field trips.

112. Secure support for guidance program from influential community groups.

113. Speak at community group meetings to describe guidance program.

114. Contact personnel offices to obtain written information about job opportunities.

THIS MATERIAL USED BY PERMISSION

Career Guidance Program Staff Competencies
Center for Vocational Education
The Ohio State University
Columbus, Ohio

by: Pupil Personnel Services
Division of Instructional Services
Alabama State Department of Education
Montgomery, Alabama 36130

ALABAMA STATE DEPARTMENT OF EDUCATION
PUPIL PERSONNEL SERVICES

COMPETENCIES NECESSARY TO PLAN AND IMPLEMENT
A COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM

I. Knowledges

A. The counselor must know the goals of guidance and counseling.

B. The counselor must know the status of students in relation to goals.

C. The counselor must have knowledge of resources

1. Human
2. Materials and supplies
3. Agencies and organizations

D. The counselor must have knowledge of legal and ethical aspects of counseling and lines of authority in school organization.

II. Skills and Abilities

A. The counselor must be able to form effective relationships with students, staff, community, state, and national leaders.

B. The counselor must be able to demonstrate leadership techniques, e.g., conduct small and large group meetings and conferences.

C. The counselor must be able to apply knowledge of basic principles of physical, psychological and educational growth and development.

D. The counselor must have writing and calculation skills, e.g., put ideas in written statements understandable to those involved in plans and be able to convert ideas into cost and outcome expectancy.

E. The counselor must be able to collect and organize information such as student files, educational institutions, training institutions, job opportunities, follow-up data.

F. The counselor must be able to write specific student performance objectives appropriate to the attainment of the goals of guidance.

G. The counselor must be able to identify learning activities and exercises most appropriate for attaining each objective.

H. The counselor must be able to identify personnel within and outside of school responsible for each objective or part thereof.

I. The counselor must be able to develop appropriate evaluative instruments and techniques for determining progress of students.

PROJECT RENEW '77

TENTATIVE COMPONENTS OF A COMPREHENSIVE GUIDANCE SYSTEM

I. EDUCATIONAL GUIDANCE

II. CAREER DEVELOPMENT

III. PERSONAL SOCIAL GUIDANCE

IV. CONSULTATION

V. PLACEMENT AND FOLLOW-UP STUDIES

VI. PLANNING AND EVALUATING GUIDANCE SERVICES

VII. MAINTENANCE AND ACCESS TO RESORUCE DATA

VIII. ORIENTATION

IX. REDUCTION OF SEX-STEREOTYPING AND BIAS

X. TRAINING AND STAFF DEVELOPMENT

PROJECT RENEW '77

FUNCTIONAL DUTIES OF GUIDANCE PERSONNEL

I. Educational Guidance

A. Assists in the assessment of educational potential or readiness of attainment and progress of students.
B. Provides articulation between:

1. schools
2. grades in schools, and
3. programs in schools

C. Offers assistance in overcoming handicaps.
D. Provides information services for parents, teachers, students in the areas of:

1. financial aids
2. continuation of education beyond high school

II. Career Development

A. Assists in the assessment of interest and aptitudes.
B. Assists in the course selection (academic, vocational).
C. Provides employment information and guidance of students' career plans.
D. Provides activities for self-awareness.
E. Provides activities for career awareness.
F. Provides activities for career exploration.
G. Provides activities for career preparation.

III. Personal Social Guidance

A. Conducts individual and group counseling sessions.
B. Utilizes referral services.
C. Conducts group guidance sessions.

IV. Consultation

A. Shares knowledge of human development and interpersonal relations with parents and teachers.
B. Provides guidance to support curriculum improvement.

V. Placement and Follow-up Studies

A. Assists in systematic placement in proper settings at all educational levels.
B. Assists in systematic placement in job settings.
C. Assists in gathering follow-up information to facilitate curriculum revision.

VI. Planning and Evaluating Guidance Services

A. Plans and evaluates guidance services.

VII. Maintenance and Access to Resource Data

A. Maintains and has access to resource data.

VIII. Orientation

A. Provides orientation to:

1. School
2. Services
3. Program
4. Faculty and staff

IX. Reduction of Sex-Stereotyping and Minority Bias

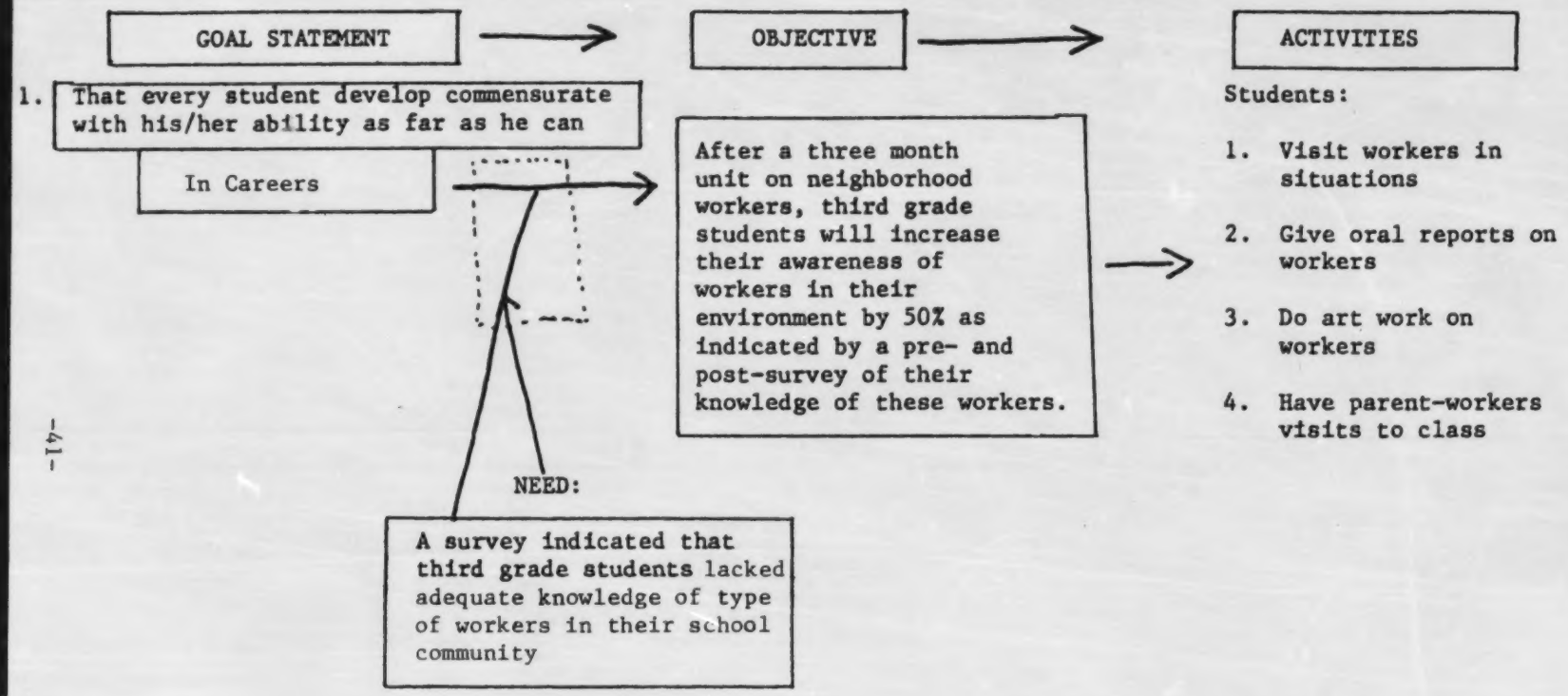
A. Assists in reduction of sex and minority stereotyping and bias.

X. Training and Staff Development

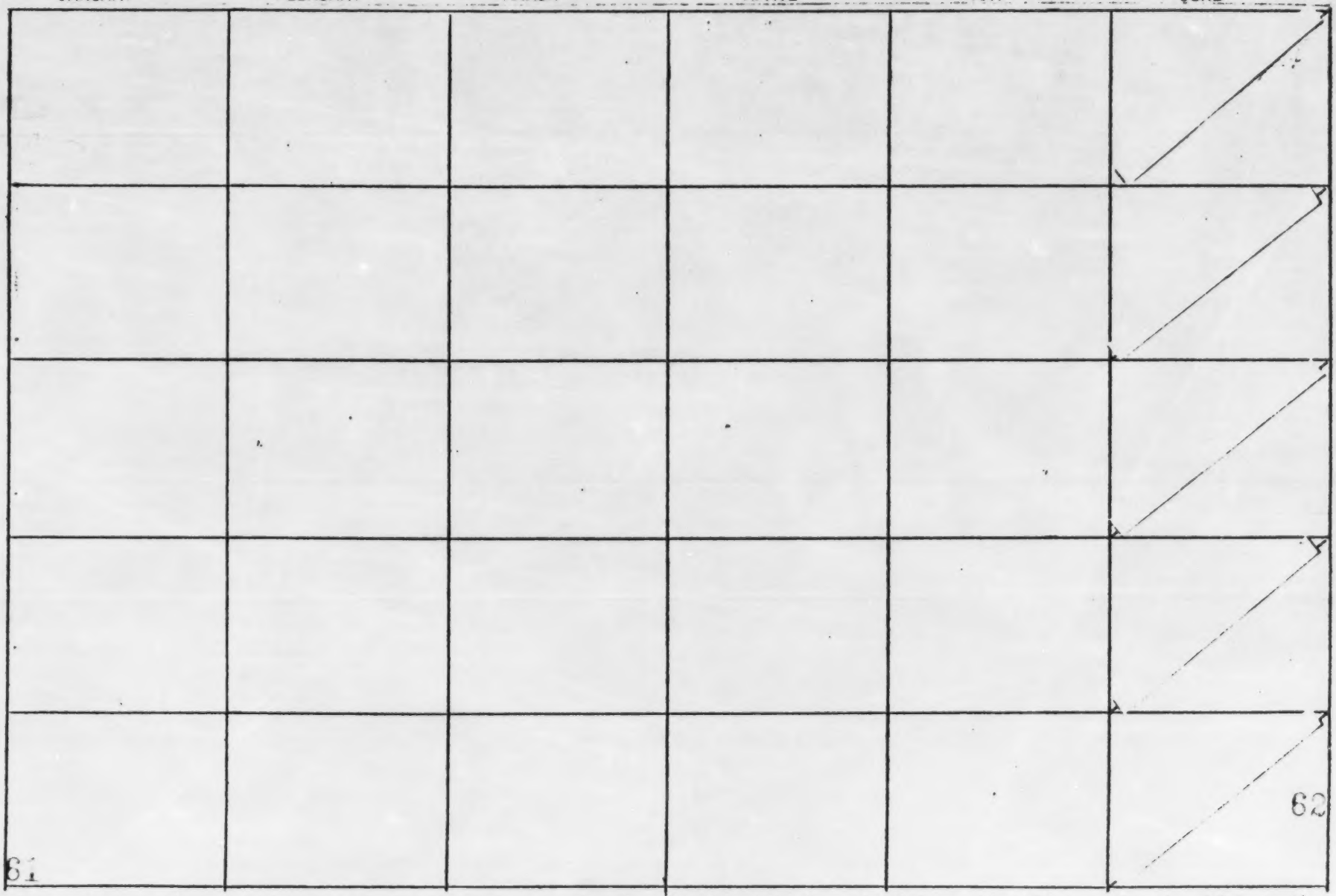
A. Provides training and staff development.

PROJECT RENEW '77
ALABAMA STATE DEPARTMENT OF EDUCATION
PUPIL PERSONNEL SERVICES

MODEL FOR DEVELOPING GOALS, OBJECTIVES, ACTIVITIES


GOAL STATEMENT
OBJECTIVE
ACTIVITIES
1. That every student develop commensurate with his/her ability as far as he can
In Careers
After a three month unit on neighborhood workers, third grade students will increase their awareness of workers in their environment by 50% as indicated by a pre- and post-survey of their knowledge of these workers.
Students:
1. Visit workers in situations
2. Give oral reports on workers
3. Do art work on workers
4. Have parent-workers visits to class
NEED:
A survey indicated that third grade students lacked adequate knowledge of type of workers in their school community
2. Educationally
3. Personal/Social as far as possible

MASTER GUIDANCE CALENDAR



Suggested procedures for developing master guidance calendar. Begin with planned student objectives noting in which month these objectives will take place. For example, a career objective may call for a field trip for sophomores to the area vocational school for orientation. Make sure that time is planned for student activities in educational, career, and personal/social goal areas.

JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER

PROJECT RENEW '77
ALABAMA STATE DEPARTMENT OF EDUCATION
PUPIL PERSONNEL SERVICES

SUGGESTED FORMAT FOR GUIDANCE PLAN REPORT

TITLE: A Comprehensive Guidance Program for _____School(s)

1. Description of school:
   (a) School population—(numbers of students by grade level served by the guidance program

   (b) Number and availability of staff and other support personnel serving the school population

TYPE	NUMBER	WHEN AVAILABLE TO STUDENTS (Please check) DAILY	WEEKLY	MONTHLY	ON CALL
Administrator(s)	_____				
Teachers	_____				
Counselor(s)	_____				
School Nurse(s)	_____				
Social Worker(s)	_____				
Attendance Personnel	_____				
Visiting Teachers	_____				
School Psychometrist(s)	_____				
School Psychologist(s)	_____				
Other_____					
_____					
_____					

2. Statement of the school's philosophy of education regarding guidance

3. Goal statements of the guidance program

4. Needs determination

   (a) Itemization of needs

   (b) How needs were determined (Explain method used to determine needs)

   (c) Existing status of needs in relation to goals of guidance

5. Objectives

6. Activities

   (a) Activity description—who, when, how, etc.

   (b) Activity calendar—(Flow Chart)

7. Evaluation Design:

   (a) How will objective be evaluated and measured 85

7. (b) When will objective be evaluated and measured

   (c) Plan for re-examination of needs (summative evaluation)

8. Report of the program progress:

   (a) to whom

   (b) dissemination methods

PROJECT RENEW '77
ALABAMA STATE DEPARTMENT OF EDUCATION
PUPIL PERSONNEL SERVICES
TRAINING EVALUATION REPORT

SECTION I

The following nine goals represent the training goals for Project RENEW '77. Please check the appropriate blank after each goal.

GOAL:	WAS ATTAINED	WAS PARTIALLY ATTAINED	WAS NOT ATTAINED
1. To develop or adopt a planning model for developing, implementing, and evaluating a comprehensive guidance, counseling, placement, and follow-up system for your school. (Including administrative procedures.)			
2. To identify and/or acquire necessary counselor competencies to carry out the plan.			
3. To identify and/or describe major components of a comprehensive guidance, counseling, placement, and follow-up system for your school.			
4. To identify and/or describe the functional duties of the counselor, and other school personnel in developing, implementing, and evaluating the plan.			
5. To conduct needs assessment, establish need priorities, and state objectives of the guidance program.			
6. To identify counselor activities designed to bring about desired results for the students.			
7. To complete a task analysis of counselor job based on counselor activities.			
8. To state student performance objectives—student outcomes in relation to counselor activities.			
9. To describe and plan evaluation procedures and reporting methods, including the development of methods and procedures for modifying a comprehensive guidance program.			

SECTION TWO

10. I feel I have benefitted from my experiences in Project RENEW. Yes____ No____
(If no, please comment.)

11. If the project were to begin again for you would you prefer changes in any of the following:

A. The content of the general meetings. Yes___No___
(If yes, please state alternative preferences)

B. The content of the at school meetings. Yes___No___
(If yes, please state preferences)

C. The format of the general meetings. Yes___No___
(If yes, please state preferences)

D. The format of the at school meetings. Yes___No___
(If yes, please state preferences)

E. The number of the general meetings. Yes___No___
(If yes, please state preferences)

F. The number of the at school meetings. Yes___No___
(If yes, please state preferences)

G. The duration of the general meetings. Yes___No___
(If yes, please state preferences)

H. The duration of the at school meetings. Yes___No___
(If yes, please state preferences)

SECTION THREE

12. I would describe the leadership of Project RENEW as follows:

A. Adequate____ inadequate____

B. Effective____ ineffective____

C. Sensitive to my needs____ insensitive to my needs____

D. Competent____ incompetent____

E. Knowledgeable____ limited____

13. Comments:

14. Recommendations:

PROJECT RENEW '77
ALABAMA STATE DEPARTMENT OF EDUCATION
PUPIL PERSONNEL SERVICES
COMPREHENSIVE GUIDANCE PROGRAM EVALUATION FORMAT

GOAL (state goal):

2. OBJECTIVE (state objective related to goal):

3. LIST ACTIVITIES RELATED TO OBJECTIVES	WAS SUCCESSFUL	DID NOT SUCCEED AND EXPLAIN
A.	A.	
B.	B.	
C.	C.	
D.	D.	
etc.	etc.	

PROJECT RENEW '77
ALABAMA STATE DEPARTMENT OF EDUCATION
PUPIL PERSONNEL SERVICES
COMPREHENSIVE GUIDANCE PROGRAM EVALUATION FORMAT (SUMMARY)

TO BE COMPLETED AT THE END OF 1978-79 SCHOOL YEAR AND RETURNED TO PROJECT RENEW '77, STATE DEPARTMENT OF EDUCATION

_____COUNSELOR_____SCHOOL_____SYSTEM

1. GOAL (state goal):

2. OBJECTIVE (state objective related to goal):

3. LIST ACTIVITIES RELATED TO OBJECTIVES	WAS SUCCESSFUL	DID NOT SUCCEED EXPLAIN
A.	A.	
B.	B.	
C.	C.	
D.	D.	
etc.	etc.	

SUMMARY STATEMENT

1. I have been successful in reaching_____numbers of objectives.

2. There were_____number of students actively involved in the guidance program.

3. There were_____number of students involved in reaching the successful objectives.

4. This represents_____% of the total enrollment in grades_____, _____, _____, _____,_____.

71

72